



# Lake Valley Elementary School

## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

3900 N. Starlight Drive, Prescott Valley, AZ 86314

Humboldt Unified District

### AZ LEARNS<sup>1</sup>

#### Elementary Achievement Profile (a)

2005-06 Performing  
2004-05 Performing  
2003-04 Performing

(a) For additional information, please refer to Achievement Profiles Page near end of document.

### No Child Left Behind

#### Adequate Yearly Progress (b)

2005-06 Met  
2004-05 Met  
2003-04 Met

#### School Improvement Status (b)

2005-06 N/A  
2004-05 N/A  
2003-04 N/A

(b) For additional information, please refer to the AYP page in this report card.

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

### School Overview

Principal/Administrator : Mr. Danny Brown  
Schedule : 07:30 AM to 04:00 PM  
Grades : K-5  
Web Address : [www.humboldtunified.com](http://www.humboldtunified.com)  
Phone Number : (928) 759-4200  
Fax Number : (928) 759-4220  
E-mail : [daniel.brown@humboldtunified.com](mailto:daniel.brown@humboldtunified.com)

### Mission

Our mission is to create and maintain a safe and supportive environment where mutual respect, excellence in education and social development are promoted among parents, students, staff and administration. We will encourage individuals of diverse needs and abilities to reach their highest potential through personal motivation and a professionally developed staff.

### School / Academic Goals

- ü Increase student achievement in all academic areas. This will be evident in percentile rankings in math, reading and writing for second grade as well as the percentage of students meeting/exceeding the standard on the AIMS assessment, grades 3-5.
- ü We will strive to increase our parental involvement in all areas which includes, but is not limited to, our hispanic population as well as our parent population as a whole.
- ü Our faculty will continue to increase their knowledge and use of technology for management/administration, curriculum and instruction, and assesment.
- ü We will incorporate the 5 components of reading (phonemic awareness, phonics, fluency, vocabulary and comprehension)through a strong professional development model schoolwide.

### Enrollment

October 1, 2005 School Year Student Enrollment : 500  
Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
Number of Students Attending Under Open Enrollment in 2005-06 : 55

## Instructional Programs

- ü Reading First School
- ü Comprehensive Special Education Programs
- ü Gifted Program
- ü Title I Reading
- ü Reading Counts
- ü MAC-Ro (Math Achievement Club)
- ü ELL Program

## Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 0 minutes
First Day of School :	8/8/2005
Last Day of School :	5/25/2006

## Shared Responsibilities

### School

Lake Valley Elementary School recognizes a commitment to parents to provide their children a safe and orderly learning environment along with high expectations for academic success. By frequently monitoring progress, parents are continually apprised of their child's academic successes. We strive to provide ongoing parent/school communication and it is our responsibility to provide activities to ensure this happens.

### Parents

We expect parents to be responsible for providing a home environment that values education and promotes learning. Parents should be a model for students' positive attitude toward school, learning and education. We expect parents to be responsible for the regular attendance of their child(ren) and that they monitor the completion of homework assignments. School support can be fostered by regularly communicating with faculty and staff and also making sure that rules and procedures are understood.

## Transportation Policy

Transportation is available but may be rescinded if student behavior is inappropriate. In such event, transportation becomes the responsibility of the parents during said suspension. There is additional transportation for special needs students who require bussing at alternate times or who need special equipment to ride the bus. A map of school boundaries and a listing of bus stops are available in the main office.

## School Honors

### Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
ü K-3 Yavapai County Teacher of the Year	2004
ü Spalding School Accreditation	2001

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 <sup>3</sup>

## 3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	88	524	80010	100	100	99	447	446	447	9	8	10	22	19	18	56	59	53	14	14	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	40	242	38935	100	100	99	444	443	447	8	8	9	23	19	19	60	62	55	10	11	17
Male	48	281	40974	100	100	98	449	449	448	10	9	11	21	20	18	52	56	52	17	16	19
African American	NC	NC	4201	NC	NC	99	NC	NC	430	NC	NC	17	NC	NC	23	NC	NC	51	NC	NC	9
Hispanic	39	145	34545	100	99	99	442	438	432	3	9	14	26	21	24	64	66	53	8	5	9
Asian/Pacific Islander	--	NC	2068	--	NC	99	--	NC	474	--	NC	4	--	NC	10	--	NC	50	--	NC	36
American Indian/Alaskan Native	--	NC	3979	--	NC	96	--	NC	424	--	NC	17	--	NC	30	--	NC	47	--	NC	6
White	48	359	35142	100	100	99	452	451	465	13	7	5	19	18	11	50	57	56	19	18	28
Students with Disabilities	24	90	10161	100	100	93	433	421	419	21	21	28	33	34	28	38	40	36	8	4	8
Students without Disabilities	64	434	69849	100	100	100	450	451	451	5	6	7	17	16	17	63	63	56	16	15	19
Limited English Proficient Students	NC	39	14013	NC	98	97	NC	405	413	NC	31	24	NC	38	34	NC	31	39	NC	NA	3
Migrant Students	--	--	603	--	--	96	--	--	417	--	--	22	--	--	32	--	--	42	--	--	4
Economically Disadvantaged	60	285	39029	98	99	98	445	439	432	8	10	14	20	22	25	62	58	52	10	10	9
Non-Economically Disadvantaged	28	239	40981	100	100	100	451	455	462	11	6	6	25	16	13	43	60	54	21	18	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	88	524	79438	100	100	98	444	451	451	13	8	9	26	23	24	55	60	56	7	8	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	40	242	38775	100	100	99	454	455	457	8	7	7	25	20	22	58	66	58	10	7	13
Male	48	281	40560	100	100	97	435	447	446	17	10	12	27	26	25	52	55	54	4	9	9
African American	NC	NC	4178	NC	NC	98	NC	NC	439	NC	NC	13	NC	NC	29	NC	NC	52	NC	NC	6
Hispanic	39	145	34297	100	99	98	437	438	434	10	11	14	28	25	31	59	63	50	3	1	5
Asian/Pacific Islander	--	NC	2063	--	NC	99	--	NC	475	--	NC	3	--	NC	15	--	NC	63	--	NC	20
American Indian/Alaskan Native	--	NC	3940	--	NC	95	--	NC	429	--	NC	14	--	NC	36	--	NC	47	--	NC	3
White	48	359	34887	100	100	98	451	457	471	15	7	4	23	22	15	52	60	63	10	11	18
Students with Disabilities	24	90	9588	100	100	88	423	420	416	29	21	30	25	37	32	42	38	34	4	4	5
Students without Disabilities	64	434	69850	100	100	100	449	456	456	6	6	7	27	21	23	59	65	59	8	9	12
Limited English Proficient Students	NC	39	13856	NC	98	96	NC	400	407	NC	31	27	NC	41	43	NC	28	29	NC	NA	1
Migrant Students	--	--	600	--	--	96	--	--	418	--	--	22	--	--	38	--	--	39	--	--	2
Economically Disadvantaged	60	285	38685	98	99	97	442	444	435	12	9	14	27	25	32	58	60	50	3	6	5
Non-Economically Disadvantaged	28	239	40753	100	100	99	447	458	467	14	7	5	25	22	16	46	60	62	14	11	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	88	524	79971	100	100	99	414	418	423	8	7	8	47	46	41	44	46	49	1	2	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	40	243	38974	100	100	99	424	433	437	5	3	5	45	40	33	50	54	57	NA	2	4
Male	48	280	40895	100	100	98	404	405	410	10	10	10	48	50	47	40	38	41	2	1	2
African American	NC	NC	4203	NC	NC	99	NC	NC	411	NC	NC	11	NC	NC	45	NC	NC	43	NC	NC	2
Hispanic	39	145	34481	100	99	99	412	407	410	8	9	10	41	46	46	49	45	43	3	1	1
Asian/Pacific Islander	--	NC	2067	--	NC	99	--	NC	449	--	NC	4	--	NC	28	--	NC	60	--	NC	8
American Indian/Alaskan Native	--	NC	3995	--	NC	96	--	NC	409	--	NC	10	--	NC	47	--	NC	42	--	NC	1
White	48	359	35150	100	100	99	416	421	437	8	6	5	50	46	35	42	45	56	NA	2	5
Students with Disabilities	24	89	10258	100	100	94	386	380	377	21	17	23	58	63	51	21	20	25	NA	NA	1
Students without Disabilities	64	435	69713	100	100	100	421	424	429	3	5	5	42	42	39	53	51	52	2	2	3
Limited English Proficient Students	NC	39	13985	NC	98	97	NC	354	382	NC	28	18	NC	54	54	NC	18	27	NC	NA	0
Migrant Students	--	--	608	--	--	97	--	--	389	--	--	16	--	--	50	--	--	33	--	--	0
Economically Disadvantaged	60	285	38994	98	99	98	415	410	409	5	7	10	48	51	47	45	41	41	2	1	1
Non-Economically Disadvantaged	28	239	40977	100	100	100	410	426	437	14	7	5	43	39	34	43	51	56	NA	3	5

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 <sup>3</sup>

## 4th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	104	546	80147	100	99	99	476	480	482	12	11	11	22	16	17	50	52	49	16	21	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	61	280	39281	100	100	99	483	480	483	7	12	9	20	16	17	57	50	50	16	22	24
Male	43	266	40780	100	99	98	467	480	482	19	10	12	26	16	17	40	53	48	16	21	24
African American	--	NC	4249	--	NC	99	--	NC	464	--	NC	17	--	NC	22	--	NC	48	--	NC	13
Hispanic	47	157	33494	100	100	99	467	464	466	17	17	15	28	22	23	45	52	49	11	10	14
Asian/Pacific Islander	NC	NC	2103	NC	NC	99	NC	NC	515	NC	NC	4	NC	NC	8	NC	NC	44	NC	NC	45
American Indian/Alaskan Native	NC	NC	4117	NC	NC	96	NC	NC	456	NC	NC	19	NC	NC	27	NC	NC	46	NC	NC	8
White	54	367	36122	100	99	99	483	487	501	7	8	5	17	14	10	56	51	50	20	27	35
Students with Disabilities	22	91	10295	100	100	92	434	443	443	32	29	33	36	26	26	32	42	33	NA	3	8
Students without Disabilities	82	455	69852	100	99	100	485	487	488	6	7	7	18	14	16	55	54	51	21	25	26
Limited English Proficient Students	15	56	12722	100	98	97	426	433	441	33	34	27	53	30	33	13	36	37	NA	NA	3
Migrant Students	--	--	622	--	--	97	--	--	454	--	--	19	--	--	30	--	--	43	--	--	8
Economically Disadvantaged	79	319	38371	100	98	97	473	471	465	14	14	15	22	17	23	51	55	49	14	14	13
Non-Economically Disadvantaged	25	227	41776	100	100	100	486	492	498	4	7	6	24	15	11	48	48	49	24	31	33

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	104	544	79686	100	99	98	457	467	470	17	11	11	25	25	24	54	57	57	4	6	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	61	279	39163	100	100	99	470	472	475	10	10	9	20	22	22	66	60	60	5	8	10
Male	43	265	40438	100	98	97	439	461	465	28	12	13	33	29	25	37	54	54	2	4	7
African American	--	NC	4228	--	NC	98	--	NC	458	--	NC	15	--	NC	28	--	NC	53	--	NC	4
Hispanic	47	156	33299	100	99	98	445	449	452	26	21	17	32	29	32	40	49	47	2	1	3
Asian/Pacific Islander	NC	NC	2097	NC	NC	99	NC	NC	490	NC	NC	5	NC	NC	13	NC	NC	68	NC	NC	14
American Indian/Alaskan Native	NC	NC	4087	NC	NC	96	NC	NC	446	NC	NC	16	NC	NC	38	NC	NC	44	NC	NC	2
White	54	366	35914	100	99	98	468	475	489	9	7	5	20	24	15	65	61	67	6	8	14
Students with Disabilities	22	89	9808	100	98	87	412	429	432	45	29	35	41	38	32	9	30	30	5	2	3
Students without Disabilities	82	455	69878	100	99	100	467	473	475	10	8	8	21	23	23	66	63	61	4	7	9
Limited English Proficient Students	15	56	12594	100	98	96	404	412	422	53	45	34	40	41	45	7	14	21	NA	NA	0
Migrant Students	--	--	611	--	--	95	--	--	439	--	--	22	--	--	39	--	--	37	--	--	2
Economically Disadvantaged	79	317	38095	100	98	97	453	458	452	19	15	17	28	27	32	49	54	48	4	3	3
Non-Economically Disadvantaged	25	227	41591	100	100	99	470	478	486	12	6	6	16	22	16	68	62	65	4	10	13

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	103	546	80372	99	99	99	466	474	475	9	3	4	36	34	30	54	62	64	1	1	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	61	281	39452	100	100	99	480	485	488	7	2	3	21	25	22	70	72	72	2	1	3
Male	42	265	40836	98	98	98	445	461	464	12	4	6	57	45	37	31	51	56	NA	1	1
African American	--	NC	4264	--	NC	99	--	NC	465	--	NC	5	--	NC	35	--	NC	59	--	NC	1
Hispanic	47	155	33608	100	99	99	454	465	462	15	6	6	40	39	36	45	54	57	NA	1	1
Asian/Pacific Islander	NC	NC	2098	NC	NC	99	NC	NC	500	NC	NC	2	NC	NC	16	NC	NC	75	NC	NC	7
American Indian/Alaskan Native	NC	NC	4128	NC	NC	97	NC	NC	464	NC	NC	4	NC	NC	39	NC	NC	56	NC	NC	1
White	53	369	36213	98	100	99	476	477	489	4	2	2	30	32	22	64	64	72	2	1	3
Students with Disabilities	22	93	10526	100	100	94	434	440	427	27	10	15	45	56	53	23	32	31	5	2	1
Students without Disabilities	81	453	69846	99	99	100	473	480	482	4	2	3	33	30	26	63	68	69	NA	0	2
Limited English Proficient Students	15	55	12747	100	96	97	410	434	432	33	13	12	47	51	52	20	36	36	NA	NA	0
Migrant Students	--	--	621	--	--	97	--	--	452	--	--	9	--	--	40	--	--	51	--	--	0
Economically Disadvantaged	78	318	38521	99	98	98	462	468	461	10	4	6	37	36	38	51	58	55	1	1	1
Non-Economically Disadvantaged	25	228	41851	100	100	100	475	482	489	4	2	3	32	31	22	64	66	72	NA	0	4

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

## 5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	86	522	79306	100	100	99	488	502	504	12	9	13	28	21	20	52	55	49	8	15	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	40	247	38845	100	100	99	499	505	505	5	5	11	30	23	20	55	57	50	10	14	18
Male	46	275	40383	100	100	98	478	500	504	17	12	14	26	18	19	50	54	47	7	16	19
African American	--	NC	4171	--	NC	98	--	NC	485	--	NC	20	--	NC	26	--	NC	44	--	NC	10
Hispanic	28	120	32673	100	100	99	472	481	487	18	18	18	36	24	25	43	54	46	4	4	10
Asian/Pacific Islander	--	NC	2147	--	NC	99	--	NC	539	--	NC	5	--	NC	10	--	NC	46	--	NC	40
American Indian/Alaskan Native	NC	NC	4034	NC	NC	97	NC	NC	479	NC	NC	22	NC	NC	29	NC	NC	43	NC	NC	7
White	57	391	36234	100	99	99	497	509	523	7	6	6	25	20	13	58	55	52	11	19	28
Students with Disabilities	11	80	10286	100	98	91	454	475	462	27	25	41	36	34	27	36	33	27	NA	9	5
Students without Disabilities	75	442	69020	100	100	100	492	507	510	9	6	9	27	18	18	55	60	52	9	16	21
Limited English Proficient Students	NC	29	10291	NC	100	96	NC	445	458	NC	52	38	NC	31	34	NC	17	26	NC	NA	2
Migrant Students	--	--	630	--	--	95	--	--	478	--	--	24	--	--	27	--	--	43	--	--	6
Economically Disadvantaged	63	282	37437	100	100	97	481	493	486	14	12	19	29	24	26	52	55	46	5	9	9
Non-Economically Disadvantaged	23	240	41869	100	100	100	506	513	521	4	5	7	26	17	14	52	55	51	17	22	27

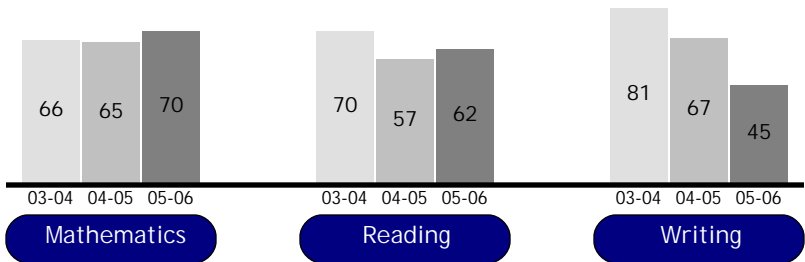
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	86	519	79000	100	100	98	479	490	489	9	6	10	26	25	24	63	62	58	2	8	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	40	247	38774	100	100	99	495	494	494	3	6	7	15	18	22	78	67	61	5	9	10
Male	46	272	40150	100	99	98	465	486	485	15	6	12	35	31	25	50	57	55	NA	7	8
African American	--	NC	4153	--	NC	98	--	NC	476	--	NC	13	--	NC	30	--	NC	53	--	NC	4
Hispanic	28	119	32508	100	100	98	460	468	472	14	13	15	36	35	33	50	51	49	NA	NA	3
Asian/Pacific Islander	--	NC	2142	--	NC	99	--	NC	510	--	NC	4	--	NC	14	--	NC	67	--	NC	16
American Indian/Alaskan Native	NC	NC	4016	NC	NC	96	NC	NC	467	NC	NC	14	NC	NC	37	NC	NC	46	NC	NC	2
White	57	389	36135	100	99	98	489	497	508	7	4	4	19	22	14	70	64	67	4	10	15
Students with Disabilities	11	77	9991	100	94	88	437	465	449	27	14	33	55	47	36	18	32	29	NA	6	2
Students without Disabilities	75	442	69009	100	100	100	485	494	495	7	5	6	21	21	22	69	67	62	3	8	10
Limited English Proficient Students	NC	28	10199	NC	97	95	NC	429	439	NC	50	35	NC	36	47	NC	14	18	NC	NA	0
Migrant Students	--	--	629	--	--	95	--	--	457	--	--	22	--	--	41	--	--	37	--	--	1
Economically Disadvantaged	63	280	37234	100	99	97	473	482	472	13	9	15	29	28	33	59	59	50	NA	4	3
Non-Economically Disadvantaged	23	239	41766	100	100	99	496	499	505	NA	3	5	17	21	16	74	64	65	9	12	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	86	522	79611	100	100	99	481	489	496	9	7	7	45	41	37	45	52	56	NA	0	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	40	247	39016	100	100	99	502	511	511	3	2	4	33	29	29	65	68	66	NA	0	1
Male	46	275	40519	100	100	98	462	470	482	15	11	10	57	52	44	28	37	46	NA	NA	0
African American	--	NC	4188	--	NC	98	--	NC	486	--	NC	9	--	NC	40	--	NC	50	--	NC	0
Hispanic	28	120	32855	100	100	99	470	477	481	18	13	10	43	41	43	39	47	47	NA	NA	0
Asian/Pacific Islander	--	NC	2149	--	NC	100	--	NC	519	--	NC	4	--	NC	24	--	NC	70	--	NC	2
American Indian/Alaskan Native	NC	NC	3992	NC	NC	96	NC	NC	478	NC	NC	10	NC	NC	46	NC	NC	44	NC	NC	0
White	57	391	36380	100	99	99	487	494	511	5	5	4	46	41	30	49	54	65	NA	0	1
Students with Disabilities	11	81	10664	100	99	94	450	445	440	27	19	23	36	57	54	36	25	22	NA	NA	1
Students without Disabilities	75	441	68947	100	100	100	485	497	504	7	5	4	47	38	34	47	57	61	NA	0	1
Limited English Proficient Students	NC	29	10362	NC	100	97	NC	412	438	NC	38	22	NC	52	57	NC	10	21	NC	NA	NA
Migrant Students	--	--	636	--	--	96	--	--	467	--	--	14	--	--	47	--	--	38	--	--	0
Economically Disadvantaged	63	283	37626	100	100	98	474	484	479	11	8	10	51	44	45	38	48	45	NA	NA	0
Non-Economically Disadvantaged	23	239	41985	100	100	100	499	496	511	4	6	4	30	37	30	65	56	65	NA	0	1

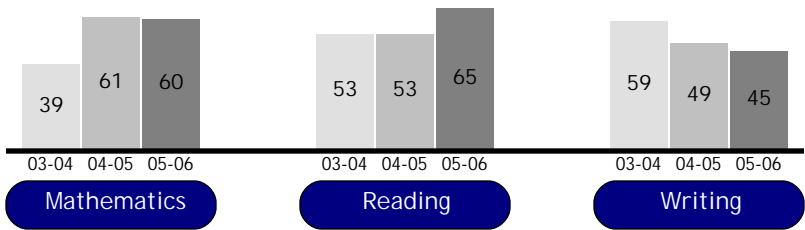
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

3rd Grade Proficiency



5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

#### Glossary:

##### Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

##### Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

##### Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

##### Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

##### Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

## Achievement Test Results

## Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	97	63	NA	58	96	50	51	47	96	46	50	46
	Language	99	52	48	50	96	50	50	47	96	54	46	48
	Mathematics	99	76	62	64	96	54	50	50	96	48	52	52
3	Reading	100	58	NA	55	96	40	43	44	93	37	48	46
	Language	100	55	57	61	96	40	42	44	93	39	44	46
	Mathematics	100	59	58	61	96	43	48	51	93	46	50	52
4	Reading	100	46	NA	56	98	51	49	48	96	46	48	52
	Language	100	45	50	52	98	48	48	49	96	44	50	52
	Mathematics	100	55	60	61	98	57	55	53	96	52	52	58
5	Reading	100	53	NA	55	97	45	53	50	99	48	58	56
	Language	100	51	51	49	97	45	50	50	99	43	54	54
	Mathematics	100	64	63	63	97	47	50	49	99	39	50	52

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at [www.ade.az.gov/standards/](http://www.ade.az.gov/standards/)

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."



# Lake Valley Elementary School

## School Site Council

### Council Composition

- 1 School Administrator(s)
- 2 Non-certified Employee(s)
- 3 Teacher(s)
- 4 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

### Council Duties

- Ü Mission/Vision Development
- Ü School Safety
- Ü Parental Involvement
- Ü Positive Behavioral Climate
- Ü Tax Credit Approval
- Ü School Improvement

## Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	30.00
Other Professional Staff	3.00	Teacher Aide	20.50

## Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	6	0	0	0
4 to 6 years	0	1	0	0
7 to 9 years	1	0	0	0
10 or more years	9	12	0	0

## Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	30
Teachers with Emergency Certification.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	0%

## Resources Available at School Site

### Special Facilities

- Ü Computer Lab
- Ü Library
- Ü Gymnasium

### Extracurricular Activities

- Ü Intramural Football, Track, Volleyball
- Ü Student Council
- Ü Before/After School Programs
- Ü Music Club
- Ü CHAMPS (Peer Leadership Program)

### Social Services

- Ü Partners for Healthy Students
- Ü DARE
- Ü Yavapai Big Brothers/Big Sisters
- Ü Family Resource Specialist
- Ü Reach Out Healthcare America

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Implementation of Reading Counts Program (gr.1-5). This is an independent reading program that promotes reading practice. Reading Counts is a comprehensive program that uses the latest technology to motivate students and manage reading test results.
- ü We held our first Title I/ELL parent night in which over 250 parents came for dinner and an informational session. Educational literature was presented and time was given for question/answers.
- ü Awarded the Reading First grant to be implemented during the 2006-'07 school year. This K-3 grant will provide professional development activities for staff, and provide extra intervention for those students at risk.
- ü We have continued to decrease the number of student referrals to the office. This can be directly attributed to the ABI grant that we were previously awarded.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	95	95	94	95
Promotion Rate <sup>5</sup>	87	89	88	73
Graduation Rate <sup>6</sup>	NA	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Although our funding that was provided by an ABI Grant has expired, we will continue to incorporate those principles that enable us to identify, adopt, implement and maintain effective practices for a safe school environment. The 3 B's (Be safe, Be respectful, Be responsible) are established and continually reinforced by all staff.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

3

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Danny Brown	(928) 759-4200
Transportation Policy	Cheryl Shaul	(928) 775-4346
Community Resources	Sylva Ducharme	(928) 772-4545
School Nutrition Programs	Rick Littell	(928) 759-5014
Parent Organization	Danny Brown	(928) 759-4200
Student Health/Nurse	Kris Skorick	(928) 759-4200

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at [www.ade.az.gov/srcs](http://www.ade.az.gov/srcs) on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

## ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

### DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

## TITLE I TERMS

### Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

### Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

### Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

### Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

### Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at [www.ade.az.gov/azlearns](http://www.ade.az.gov/azlearns).

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at [www.ade.az.gov/researchpolicy/grad](http://www.ade.az.gov/researchpolicy/grad).

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\*\* If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

\*\* Due to booklet size printing, print copies are produced in multiples of 4.